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Enterprise and Entrepreneurship for Postgraduate Research Students

Report Two

Case Studies: Enterprise and Entrepreneurship at Five UK Universities

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Executive Summary

This report contains details of our approach to five case studies from a selection of universities considered in the first phase of the project. Phase 2 of this project comprised interviews with the lead educators to identify best practice in enterprise and entrepreneurship education for postgraduate researchers. The initial selection was finalised by the EEUK project team at the University of Huddersfield. The selection was based on the most effective programmes following analysis from Report One: Desk Exercise. Due to the unavailability of participating institutions and lead educators, the selection has been changed. This report includes five case studies: the University of Birmingham (Talent Pool and Summer School), Cardiff University (I-Solve), University College London (LERU Doctoral Summer School), University of Strathclyde (Enterprise Academy) and University of Manchester.

Introduction

The lead educators in this area have been able to provide suitable recommendations from their experiences to inform the development of a survey instrument for use with postgraduate researchers at the University of Huddersfield. The purpose of the case studies was to allow us to learn about the initiative or learning opportunity, including contextual information such as subject area/type of student/institutional drives; learning points from the lead educator(s). We also attempted to obtain a summary of the student experience through evaluation comments where possible.

Within the context of the Rugby Team Impact Framework our enterprise and entrepreneurship programme development should focus on 4D outcomes (Higher complexity/longer time-span, 2008, p. 16). For researchers this should mean that they will be able to continue CPD throughout their careers; to pursue and continue a research career by attracting research funding, managing people and project; to improve their status and recognition in HE and beyond; to become globally more attractive with further career opportunities, and increase recognition their research qualification.

By creating such a programme HEIs can increase the reputation of training and development for researchers generally, which should help attract further research funding from a wider range of sources and also contribute to the recruitment and retention of high quality researchers. HEIs can also enhance their credibility with employers and thus improve engagement. In addition, they should be able to attract more sustainable funding and investment in skills agendas, in keeping with the goals of the funding bodies and learned societies. This should help to satisfy the wider impact agenda by demonstrating value for money, supporting the case for current investment in research, research training and skills development, and increasing the chances of funding from government in the future.

Ultimately, the emphasis of government is predominantly to create a more enterprising workforce capable of sustaining economic growth through new product development and business innovation. The programme should therefore aim to increase the impact of research informed thinking on business practices and enable the workforce to be more aware of the need for professional development. The programme can also create greater collaboration between HE and employers including higher levels of consultancy, placements, and interaction with industry. It should also substantially enhance compliance with the national

Researcher Development Framework and the Concordat for Supporting the Career Development of Researchers.

The aim of the programme from a regional and national perspective should be to increase the number and type of highly-skilled researchers employed and employable outside of higher education. This in turn will lead to a broader understanding of research and improve the absorptive capacity of enterprises and of universities themselves, thereby creating a virtuous circle that will drive further innovation and inspire a greater range of collaborative activities between higher education and key actors within the social and economic infrastructure. Highly skilled and highly mobile researchers can support regional development, regeneration, economic growth, greater social and cultural capital and greater intellectual capital in the long term by helping to create environments within enterprises and universities that support their continued creation, efficacy and value.

Methodology

This report provides five case studies through the use of interviews with the lead educators responsible for postgraduate enterprise programmes and development workshops. We conducted site visits and interviews with Mr Gurpreet Jagpal (University of Birmingham), Dr Robert Phillips (University of Manchester), Mr Neil Coles (Cardiff University), Ms Claire Jackson and Mr James Gilliland (University of Strathclyde) and Mr Timothy Barnes (University College London). The interviews were conducted on the following dates:

University of Manchester	25 th October 2011
University of Birmingham	28 th October 2011
University of Cardiff	14 th December 2011
University College London	9 th December 2011
University of Strathclyde	6 th December 2011

The Rugby Team Impact Framework is an applied evaluation model for customised training and development of researchers in Higher Education. This framework provides a useful and relevant methodology to monitor the effect of investment in training and development activities. The framework is recognised by Vitae and was been presented at the Vitae National Conference in 2008. It accommodates a range of drivers, such as the need to demonstrate the appropriateness of skills development of researchers, to provide feedback to funding bodies, to inform the enhancement of quality of the PGR experience, research staff

and individuals in HEIs and to assess the impact of recent policy initiatives. HEIs are encouraged to demonstrate evidence of impact from skills development and there is a growing emphasis on entrepreneurship and enterprise skills development.

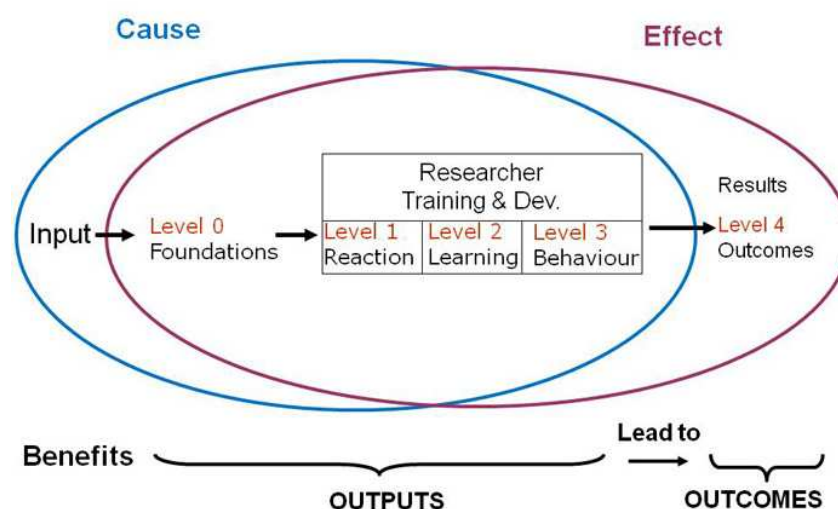
Rugby Team Impact Framework

The Rugby Team development framework was used to construct the questions for the case studies because it provides a multi-tier insight into the effectiveness of the enterprise programmes conducted at the institutions. The first level (Foundation) is an important part of developing best practice through the start-up stage of the programme. Levels 1-4 are focussed on the student experience and accordingly can only be shared if the lead educators have some form of analysis or evaluation of the programme. Therefore, an integrative approach has been used to develop an understanding of the learning points from the lead educators, student experiences as a result of the programme, subject area, types of students, and the institutional drivers.

The Rugby Team Impact Framework consists of five levels:

- Impact Level 0 (Foundations)
- Impact Level 1 (Reaction)
- Impact Level 2 (Learning)
- Impact Level 3 (Behaviour)
- Impact Level 4 (Outcomes)

Rugby Team Impact Framework:
Logic Diagram - IMPACT levels (levels 0 - 4)



Interview Guide

The following interview guide was designed to gain an insight into the programmes, activities and techniques used by the lead educators

Training and Development Programmes

- Can you please tell me the number of enterprise education programmes your University has for PGRs?
 - Probe: If more than one, can you please tell me more about the (Main programme).
- What type of training and development resources were used e.g., workshops, events, PDP, e-learning?
- Probe: Who delivered the programme? (Internal/External) – Academic staff, central staff, and entrepreneurship.
- Was a needs analysis (baseline assessment) conducted in the development of the course?
- Why did you feel the need for separating undergraduate, graduate, and postgraduate enterprise programmes?
- If possible, can you please provide the profile of your research students (Number or Percentage of national/international researchers, number of PhD, MPhil etc)

Structures

- Can you please explain how and if there was a need to change the terminology and definitions of enterprise/entrepreneurship to attract the students individual needs?

Profile and Awareness [Internal]

- How did you create awareness of the programme internally? e.g., through induction programmes for staff/students, training booklets, websites, and staff awareness.

- Probe: How many Schools engaged as a result?

Staff and Skills

- Did the programme require professional development of staff to co-ordinate and deliver the programme (i.e. training/teaching qualifications)?

Research-based practice

- To what extent was the content of the PGRs individual research taken into account in developing the programme content? (Standardised/customised).

Impact Level 1: Reaction

- How did the management team attract students that wouldn't typically consider a career in enterprise and entrepreneurship?

-Probe: and how was this reflected in the training and development programme?

Impact Level 3: Behaviour

- How have researchers been able to apply and/or transfer the skills gained through the programme?

Impact Level 4: Outcomes

- Did the course stimulate any new product or ventures? If yes, can you please provide further details?
- How many researchers considered entrepreneurship as a legitimate career option prior and post to the activity?
- Did their attitude change towards evaluating commercial feasibility of their research?

Probe: If yes, can you please provide further details?

- Have you related learning to the REF impact agenda?

Profile and Awareness [External]

- Did you communicate the profile and awareness of the programme externally, e.g., (Conferences, Vitae activity, sector group membership, articles/publications, University literature)?
 - If yes, then how?

Stakeholder Engagement

- What was the feedback from supervisors, participants, and funding bodies as a result of the programme?

Probe: If any, how was the feedback evaluated? (i.e. questionnaire, anecdotal etc).

Strategy

- How does the programme support the vision values and desired outcomes of the organisation?
- How does your programme support the vision, values and desired outcomes of the Vitae Researcher Development Framework

Additional Questions

- *Is the programme accredited?*
- *What type of accreditation do participants receive from taking part in the programme?*
- *What is the cost of the programme to the participant?*
- *Can you please provide learning points?*